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ABSTRACT

This brochure presents a concise picture, mainly through graphs, of formal schooling in South Africa. As education in South Africa was still based on race in 1993, the statistics reflect divisions into Blacks, Coloreds, Asians, and Whites. The differentiation between races is based on department only; a Black child in a White education department would be counted as a White child. A total of 11,062,659 students were enrolled in South Africa schools in 1993. Of these, about 8% were Colored, 8.6% White, 2.5% Asian, and the balance, Black in three divisions (self-governing regions, four states, and the Department of Education and Training). This represented an increase of 4.37% from the previous year. There were nearly three times as many students in the junior primary phase of education than in the senior secondary phase, reflecting the end to compulsory education at age 16. Comparison of students by gender in the various divisions and information about student transfers are given. A steady increase in the enrollment of Black students is projected, especially in the secondary years. (Contains 29 graphs.) (SLD)

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EDUCATION AND MANPOWER DEVELOPMENT

1993

Strauss
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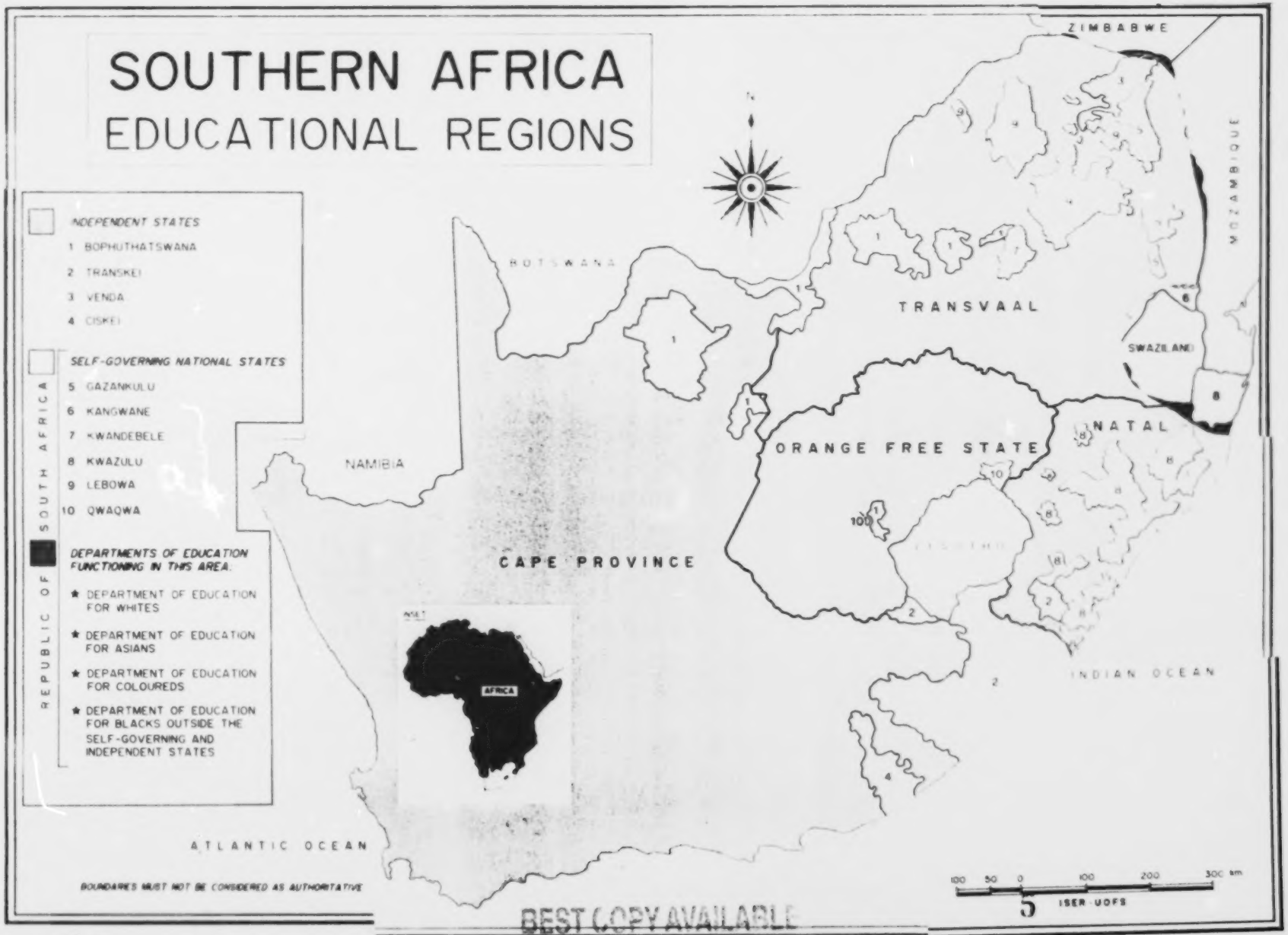

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EDUCATION AND MANPOWER DEVELOPMENT

1993, No 14

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Department of Education and Training
Department of Education and Culture (House of Assembly)
Department of Education and Culture (House of Delegates)
Department of Education and Culture (House of Representatives)
Human Sciences Research Council
Department of National Education

PREFACE

The Research Institute for Education Planning (RIEP) started off as a largely private sector funded supporting unit for educational planning during the years of the formation of separate and relatively independent departments of education in the so-called Self-governing and Independent territories of South Africa. Still largely privately funded, RIEP today supports and assists in changing the old racially-based and divided educational system to a unitary one which will hopefully cater for the specific needs of every child in South Africa.

As a result of this involvement, different areas of need were identified and the activities of RIEP are directed towards these areas and also include apart from the mentioned planning support, the empowerment of educators through the structuring and presentation of upgrading courses in Mathematics, Science and Education Management.

After identifying the need for and physically starting with the collection of educational data, RIEP began publishing these statistics in 1980 with the first volume of the presently well-known **Education and Manpower Development**. This publication today is much sought after not only by educational experts, but also by other parties interested in the well being of the youth, to such an extent that the annual publication of these data has become a major contribution towards keeping the country informed.

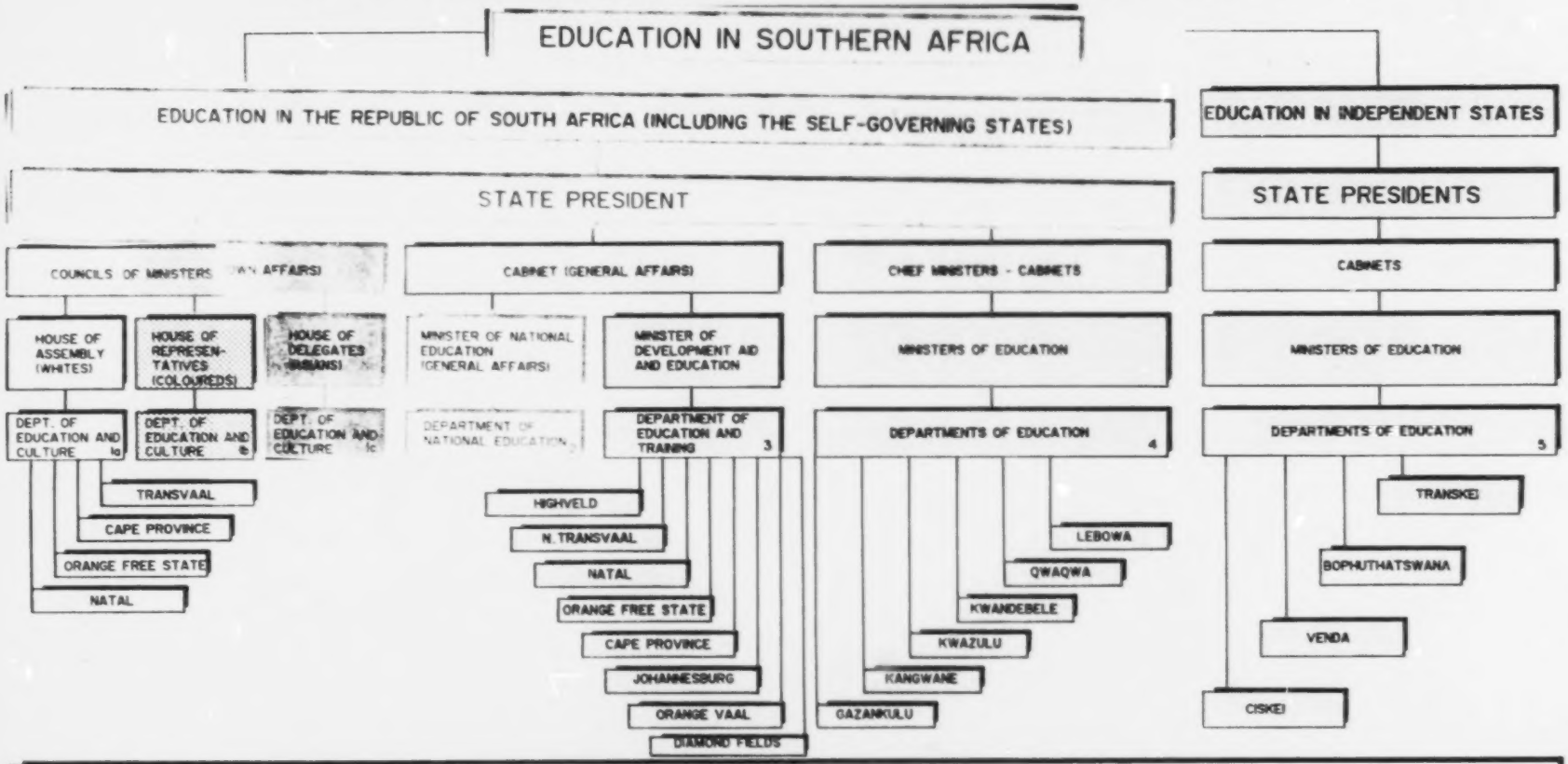
The publication however would not have been possible had it not been for the different sponsors involved, not only in making the publication possible, but also in the collecting of data. To these sponsors, who are mentioned on the back cover, our sincere gratitude - they are indeed contributing to a better understanding of education in South Africa.

The purpose of this brochure is to present the reader with a concise picture of formal school education in South Africa. As education in South Africa was still racially based during 1993 and therefore divided into education departments for blacks, coloureds, Asians and whites, the statistics will reflect these divisions. However it must be kept in mind that while there might be pupils attending schools in departments for other races, the differentiation between the races is based on departments only (a black child in a white education department will have been counted as a white child).

The aim of this brochure is again, as in the past, to put people interested in education in a position not only to draw sensible conclusions, but also to become informed as to the real situation of education in South Africa as far as numbers, performance and to lesser extent facilities are concerned.

HJ van der Linde
DIRECTOR: RIEP

THE DECENTRALISED EDUCATION STRUCTURE IN SOUTHERN AFRICA



1. (a,b,c) The administration of education for Whites, Coloureds and Asians is considered to be an own affair and is managed by separate departments of education for each of these population groups.
2. The Minister of National Education is responsible for policy [Act 76 of 1984: Article 2(1)] regarding formal, nonformal and informal education in the Republic of South Africa in respect of:
   - Norms and standards for the financing of running and capital costs of education for all population groups;
   - Salaries and conditions of employment of staff;
   - The professional registration of teachers;
   - Norms and standards for syllabuses and examination, and for certification of qualifications.

   The Minister may therefore determine general policy only in respect of certain predefined matters and he must first consult with each Minister of a department or state responsible for education, as well as the South African Council for Education or with the Universities and Technikons Advisory Council and, in some cases, also with the Minister of Finance. In terms of Section 2(4) of the Act, each Minister of a department of state responsible for education must execute the policy determined in accordance with Subsection 2(1), in so far as it applies to the population group for which he is responsible.
3. The Department of Education and Training administers the education of Blacks outside the Self-governing and Independent States.
4. Six separate departments of education administer education for Blacks of the different ethnic groups in the Self-governing States.
5. Four departments of education administer education for Blacks in the Independent States.

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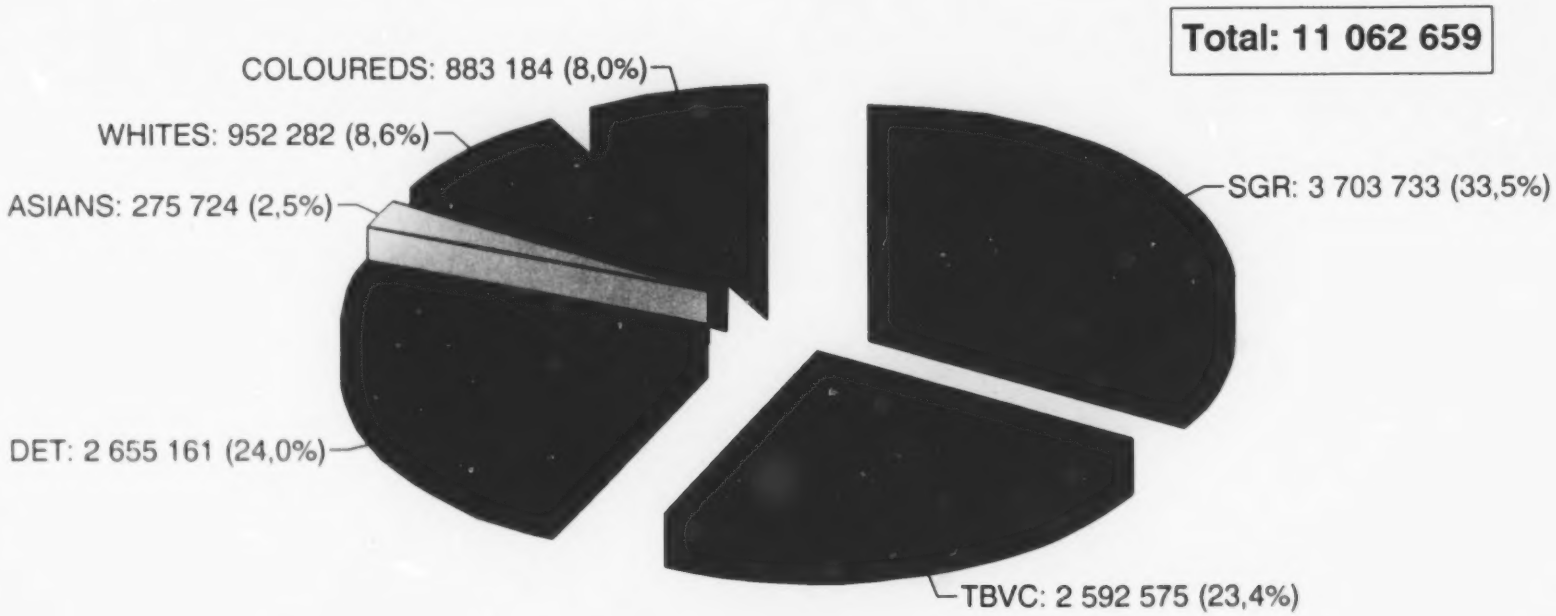
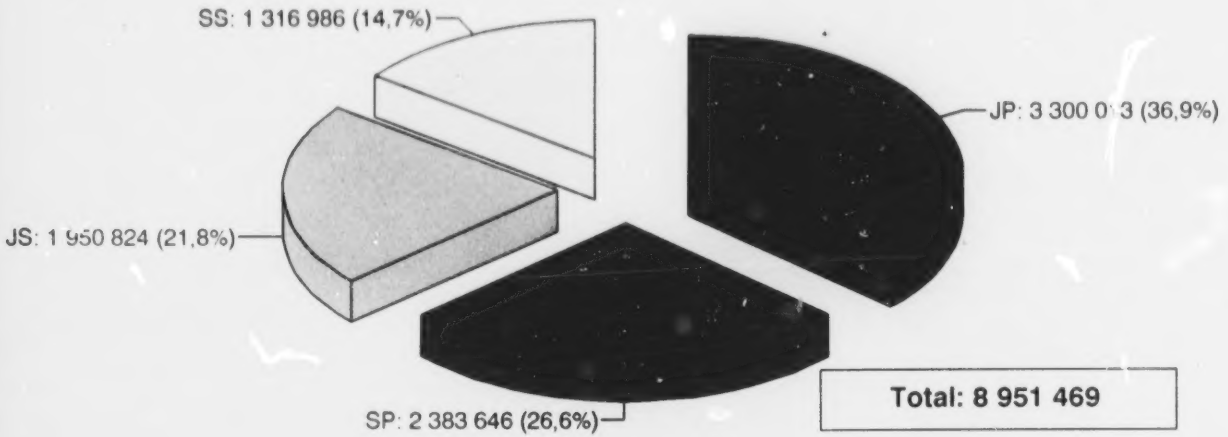
Fig. 1: Pupil enrolment (SSA - Std 10) of all population groups in South Africa, 1993



The increase of nearly 464 000 pupils in 1993 represents an increase of 4,37%. The group of departments of education with the most pupils is the departments of the self-governing regions (Gazankulu, Kangwane, Kwandebele, Kwazulu, Lebowa and Qwaqwa). These departments are followed by the Department of Education and Training and the TBVC states (Transkei, Bophuthatswana, Venda and Ciskei). The mentioned departments had more than 80% of the total school population in South Africa. The largest increase of 415 000 pupils also occurred in these departments. This number of pupils represents an increase of 4,9%.

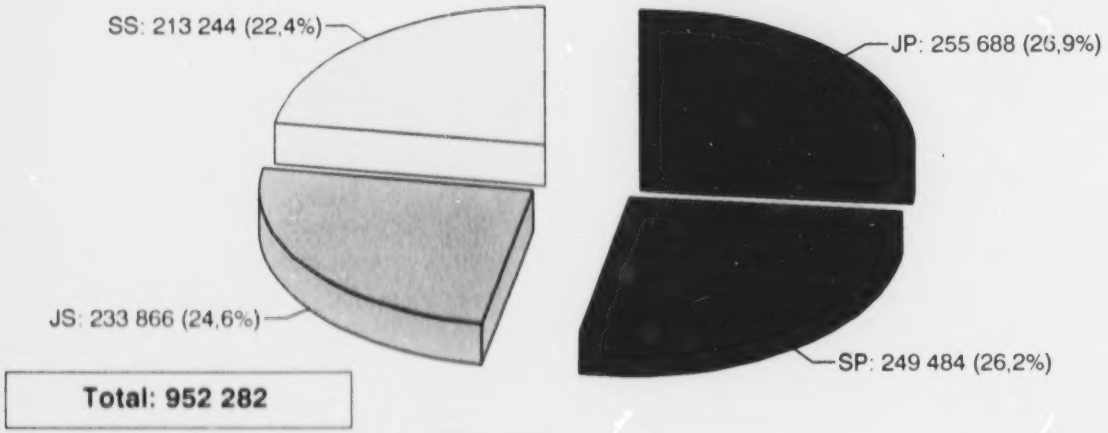
Fig. 2: Total number of BLACK pupils per school phase, 1993



For the purpose of this edition the four school phases are constituted as follows:
Junior Primary (JP): SSA to Std 1
Senior Primary (SP): Std 2 to Std 4
Junior Secondary (JS): Std 5 to Std 7
Senior Secondary(SS): Std 8 to Std 10

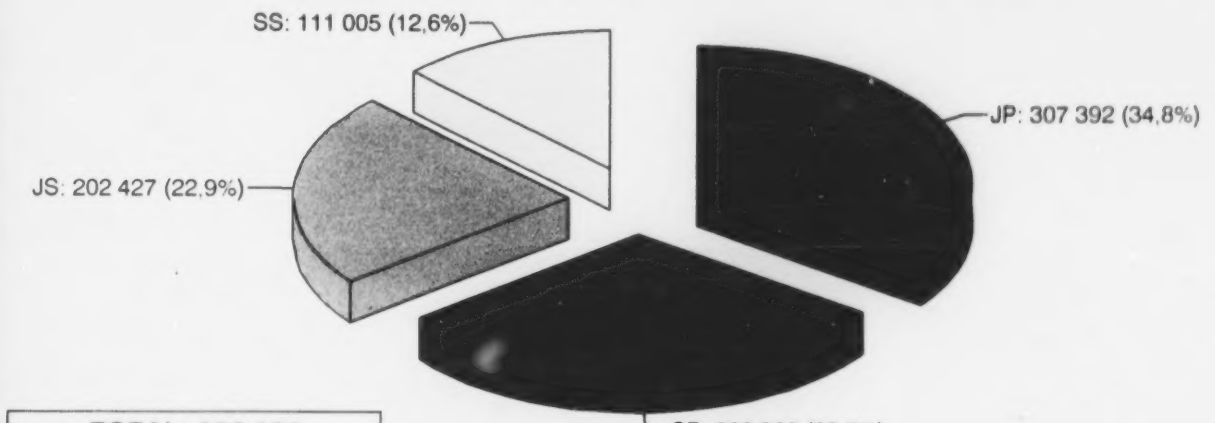
According to figure 2 there are big differences in the numbers of pupils in different school phases. A high drop-out rate in the higher standards and a number of repeaters in the initial standards contributed to these differences.

Fig. 3: Total number of WHITE pupils per school phase, 1993



There is a difference of approximately 42 000 (4,5%) between the number of pupils in the junior primary and the number in the senior secondary school phase. Nearly half the decrease occurs between the junior secondary and the senior secondary phases, probably due to the fact that compulsory education ends at the age of sixteen years and this occurs in the senior secondary school phase.

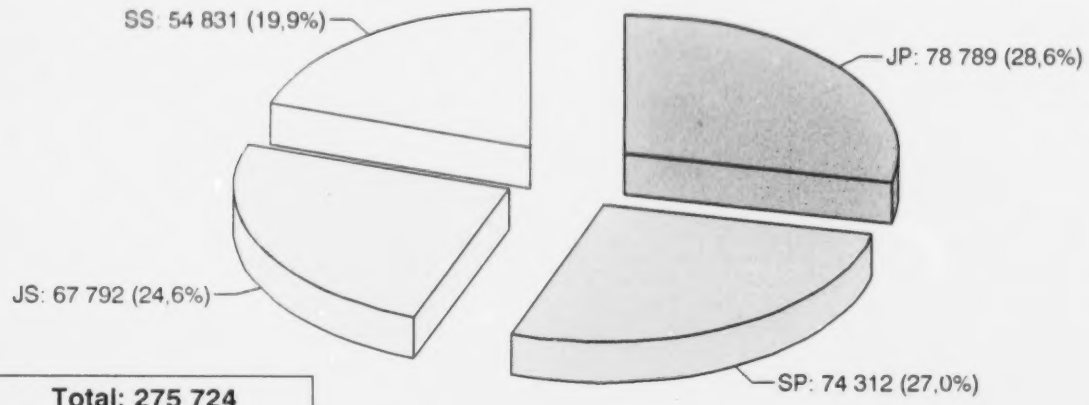
Fig. 4: Total number of COLOURED pupils per school phase, 1993



TOTAL: 883 184

There were nearly three times as many pupils in the junior primary phase than in the senior secondary phase. The largest decrease also occurred from the junior to the senior secondary school phase.

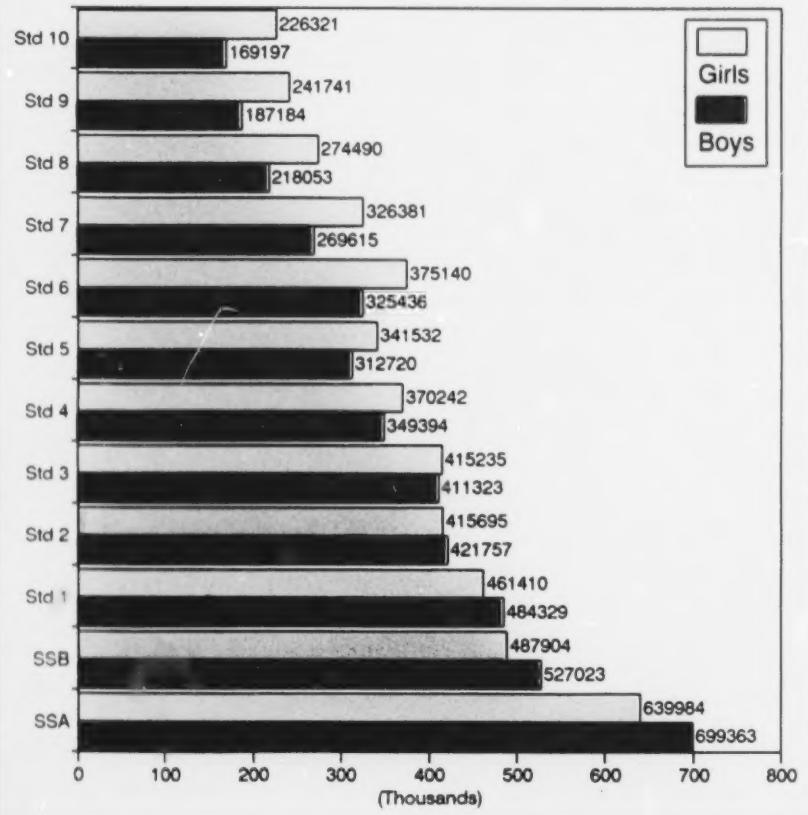
Fig. 5: Total number of ASIAN pupils per school phase, 1993



Total: 275 724

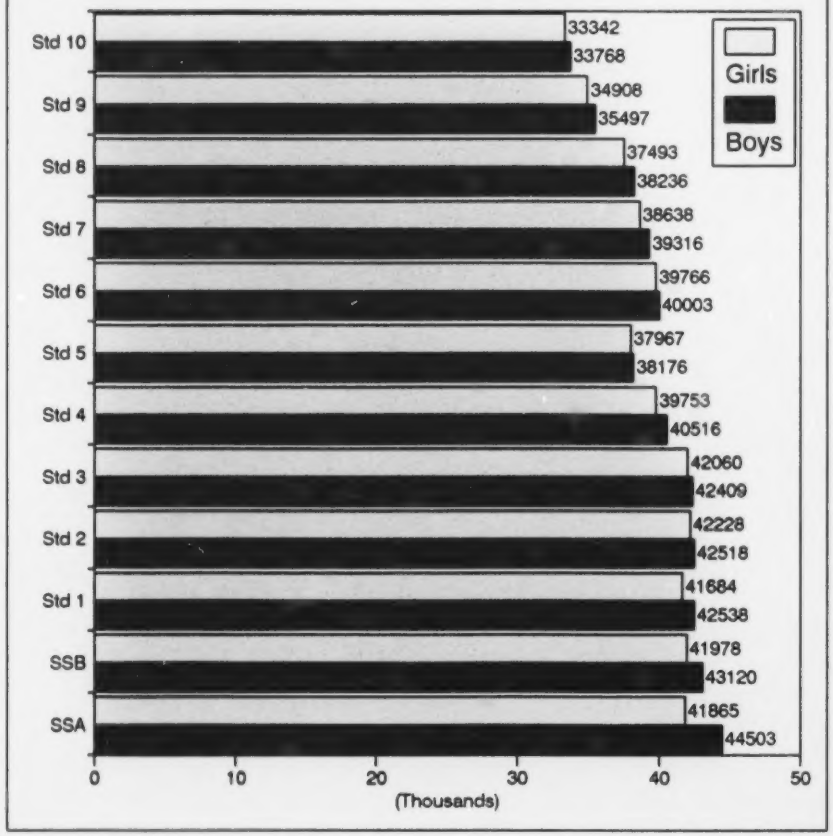
During the first three school phases the numbers of pupils were fairly constant. The largest decrease occurred from the junior to the senior secondary school phases. The difference between the junior primary and the senior secondary phase was nine per cent.

Fig. 6: Composition of BLACK pupil enrolment, 1993



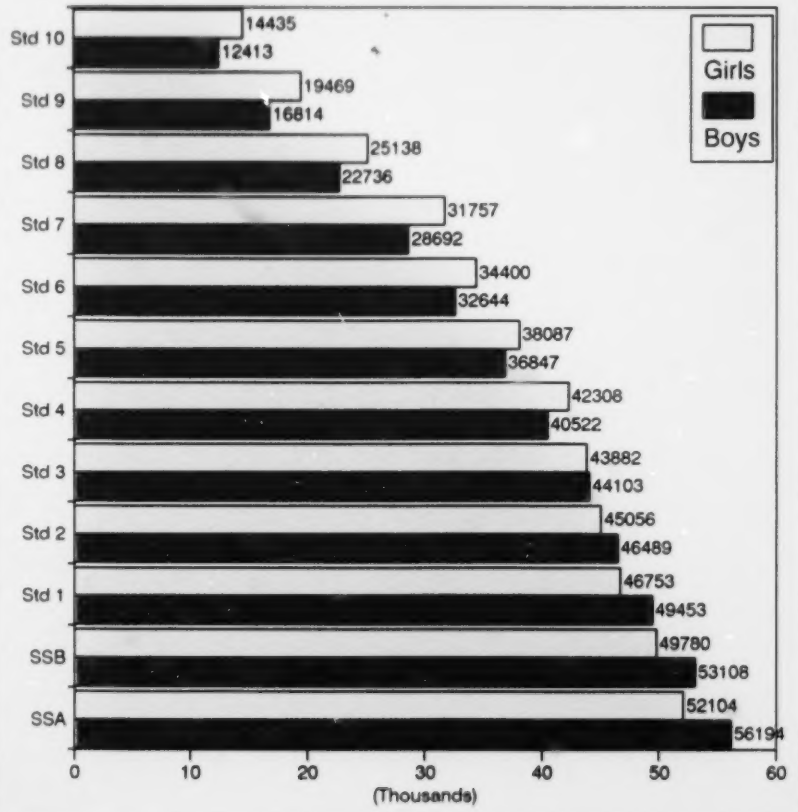
In SSA the boys outnumbered the girls by 59 000, while the situation is reversed in Standard 10 where there are 57 000 more girls than boys. The number of boys in Standard 10 constituted only 24,2% of the number in SSA, while the number of girls in Standard 10 constituted only 35,3% of the girls in SSA.

Fig 7: Composition of WHITE pupil enrolment, 1993



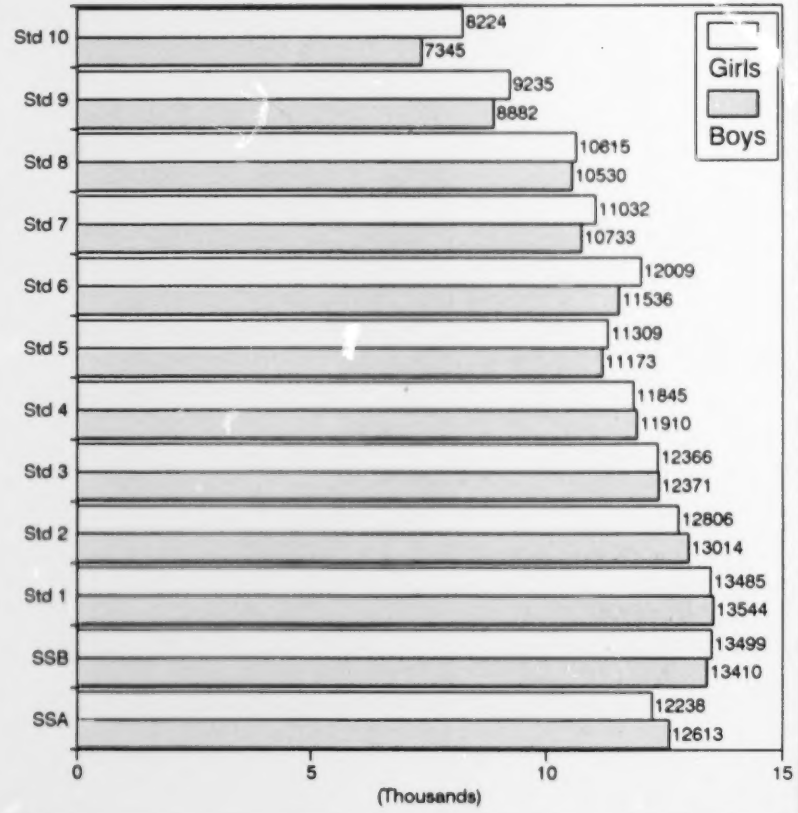
There are more boys than girls in all the standards, although the differences are not very big. The number of pupils in Standard 10 constituted 77,6% of the total number of SSAs.

Fig. 8: Composition of COLOURED pupil enrolment, 1993



There are more boys than girls up to Standard 3. The number of boys in Standard 10 constituted only 22,1% of those in SSA, while the number of girls constituted 27,7% of the number in SSA. The most prominent decrease took place in the senior secondary school phase.

Fig. 9: Composition of ASIAN pupil enrolment, 1993



A comparison between the number of pupils in Standard 10 and SSA revealed that the number of Standard 10 boys was 58,2% of the SSA boys, while the number of girls in Standard 10 was 67,2% of the girls in SSA. There was a significant drop in numbers during the last three years of schooling.

Fig. 10: Total pupil enrolment distribution (SSA - Std 10) under various educational authorities in South Africa, 1993

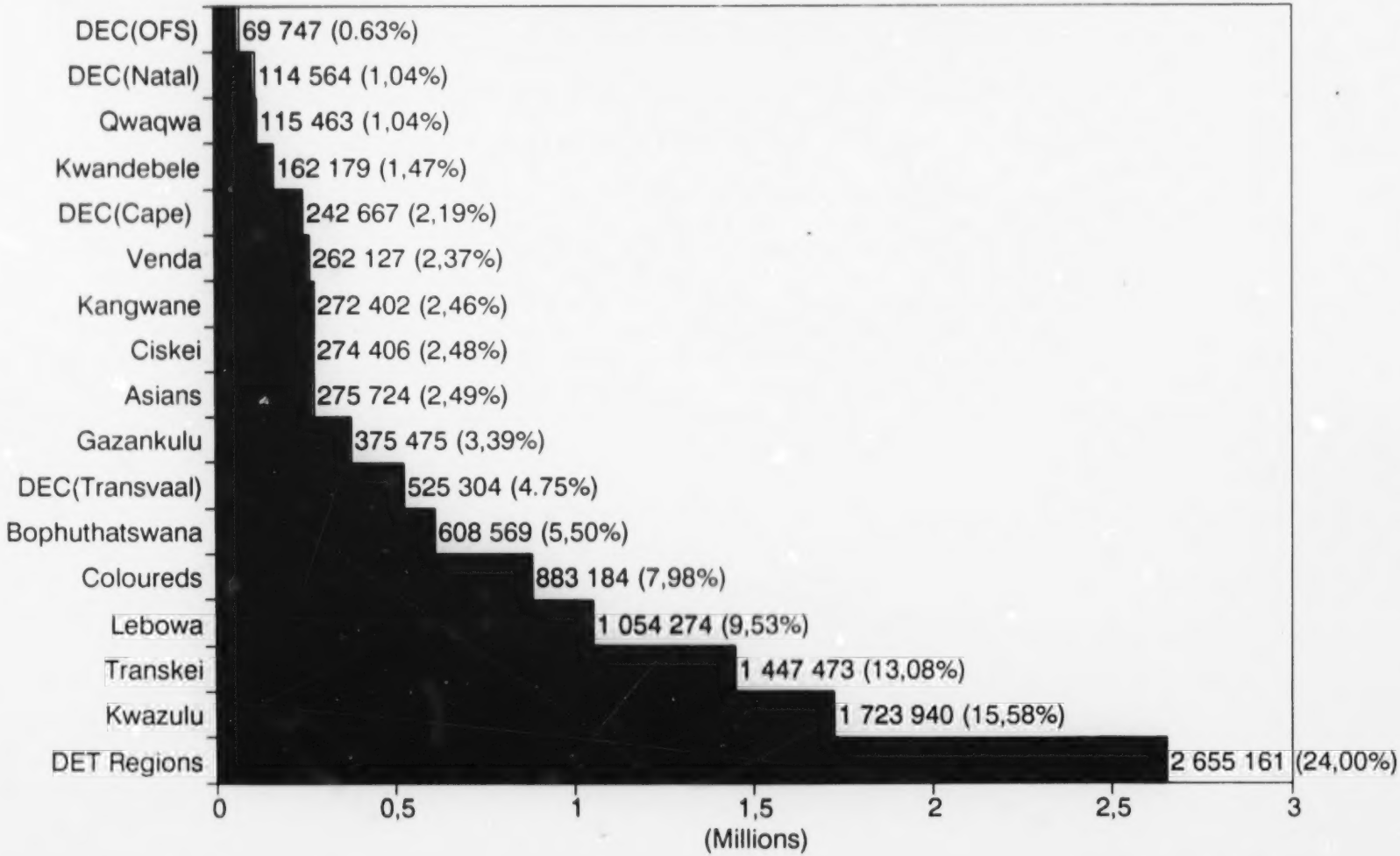
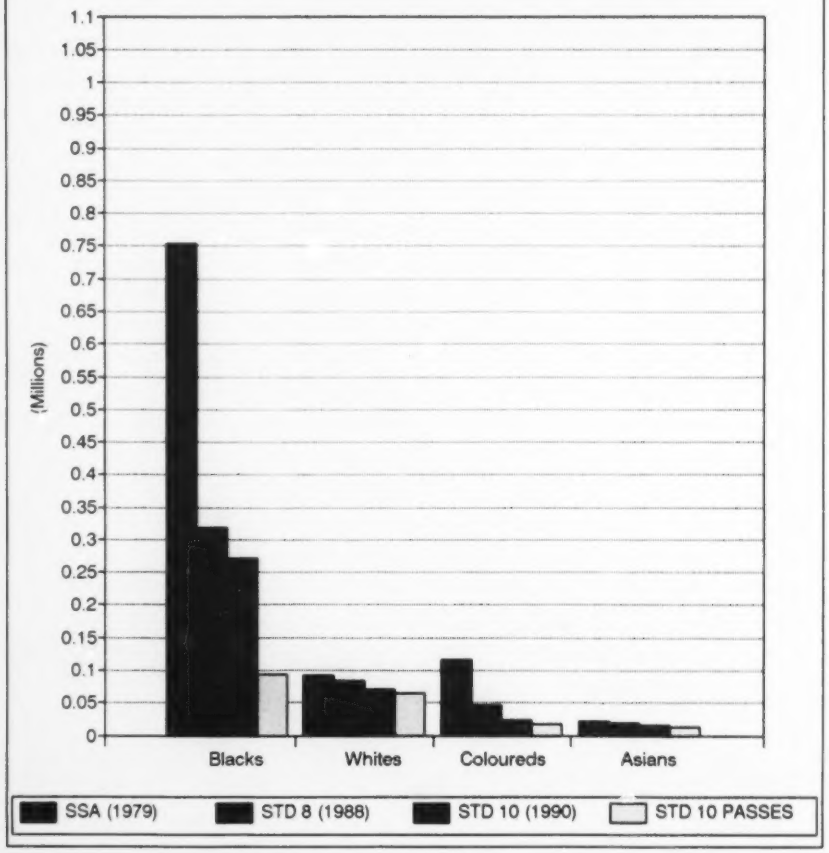
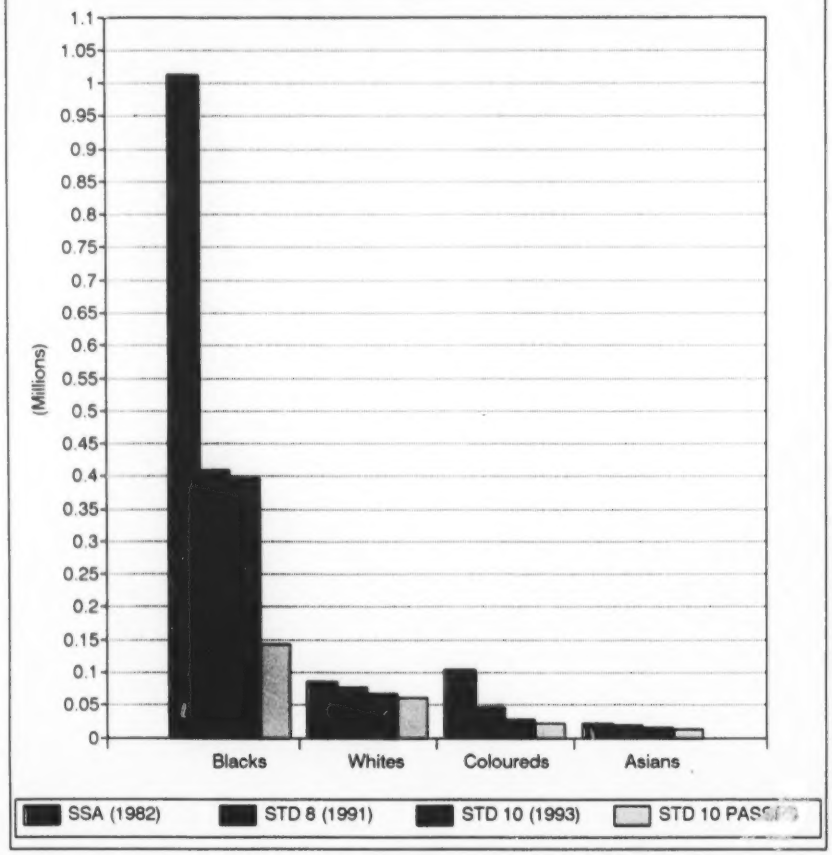


Fig. 11: Flow of pupils from SSA in 1979 to Std 10 in 1990



	BLACKS	%	WHITES	%	COL	%	ASIANS	%
SSA (1979)	753 775	100	91 087	100	115 862	100	22 572	100
STD 8 (1988)	318 728	42,3	82 801	90,9	46 241	39,9	20 315	90,0
STD 10 (1990)	270 724	35,9	71 294	78,3	23 589	20,4	14 850	65,8
STD 10 PASSES	93 862	12,5	65 255	71,6	18 317	15,8	13 815	61,2

Fig. 12: Flow of pupils from SSA in 1982 to Std 10 in 1993



	BLACKS	%	WHITES	%	COL	%	ASIANS	%
SSA (1982)	1 013 116	100	84 969	100	104 909	100	21 155	100
STD 8 (1991)	409 750	40,4	77 781	91,5	46 079	43,9	20 315	96,0
STD 10 (1993)	395 518	39,0	67 110	79,0	26 848	25,6	15 569	73,6
STD 10 PASSES	143 087	14,1	60 281	70,9	22 077	21,0	14 111	66,7

Standard 10 examination results for all population groups, 1988 - 1993

Year	Candidates	Blacks	Whites	Coloureds	Asians	Total
1988	Number	187 123	69 549	21 456	13 221	291 349
	Pass : Matric Exemption	30 685	29 126	3 492	5 397	68 700
	Pass : School-leaving Certificate	75 500	37 683	10 679	7 130	131 042
	Total pass	106 185	66 809	14 171	12 577	199 742
1989	Number	209 139	70 666	22 666	14 191	316 842
	Pass : Matric Exemption	21 357	29 933	4 044	5 889	61 223
	Pass : School-leaving Certificate	66 153	37 892	12 431	7 393	123 869
	Total pass	87 510	67 825	16 475	13 282	185 092
1990	Number	255 498	68 097	22 315	14 542	360 452
	Pass : Matric Exemption	21 025	27 986	4 656	6 614	60 281
	Pass : School-leaving Certificate	72 837	37 269	13 661	7 201	130 968
	Total pass	93 862	65 255	18 317	13 815	191 249
1991	Number	304 315	67 490	22 405	14 258	408 468
	Pass : Matric Exemption	33 330	27 751	4 911	7 062	73 054
	Pass : School-leaving Certificate	91 013	37 064	13 646	6 630	148 353
	Total pass	124 343	64 815	18 557	13 692	221 407
1992	Number	342 038	67 549	24 419	14 485	448 491
	Pass : Matric Exemption	35 357	27 968	5 120	7 156	75 601
	Pass : School-leaving Certificate	114 624	37 740	15 994	6 568	174 926
	Total pass	149 981	65 708	21 114	13 724	250 527
1993	Number	366 501	65 019	25 735	15 203	472 458
	Pass : Matric Exemption	29 517	27 030	5 411	6 862	68 820
	Pass : School-leaving Certificate	113 570	36 229	16 666	7 025	173 490
	Total pass	143 087	63 259	22 077	13 887	242 310

* Results of supplementary examinations not included

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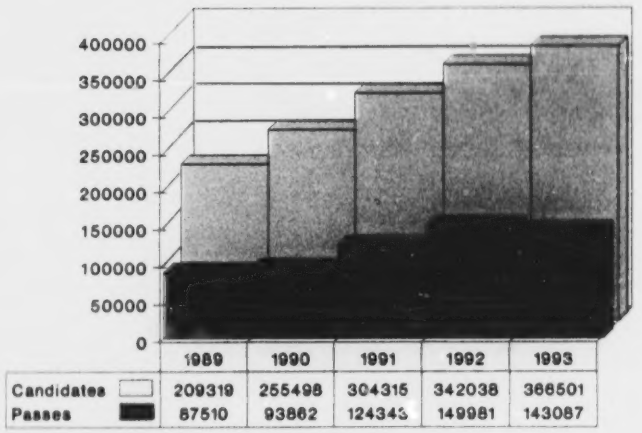
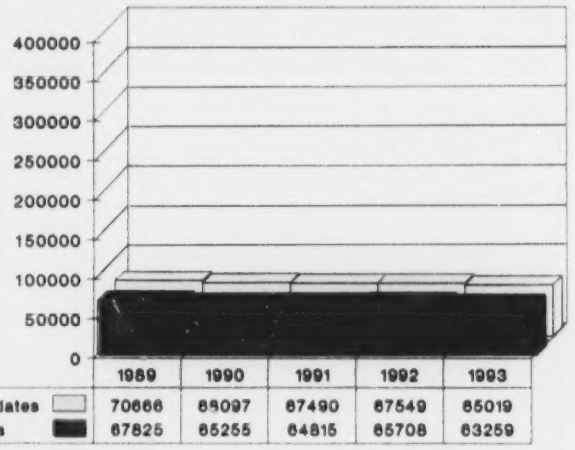
Fig. 13A: MATRIC RESULTS - BLACKS



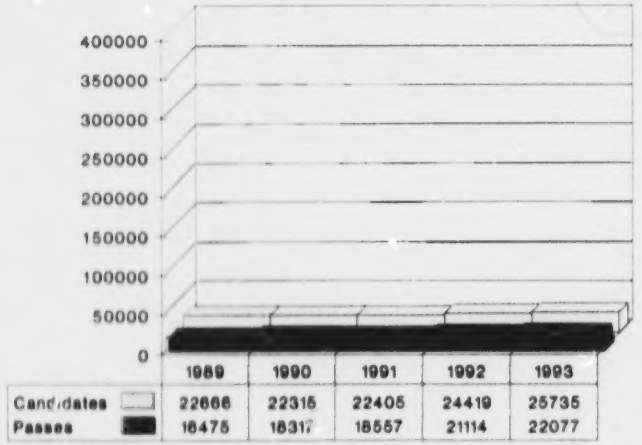
	1989	1990	1991	1992	1993
Candidates	209319	255498	304315	342038	366501
Passes	87510	93862	124343	149981	143087

Fig. 13B: MATRIC RESULTS - WHITES



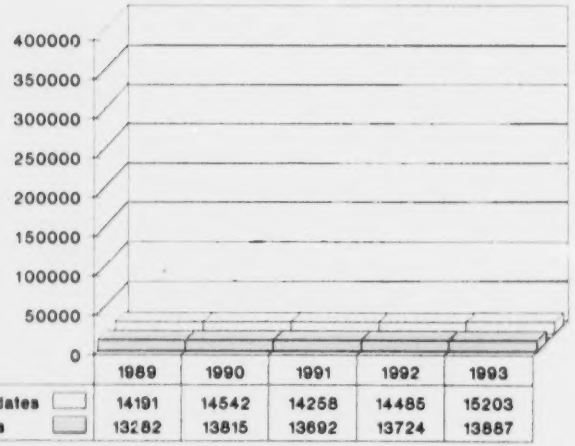
	1989	1990	1991	1992	1993
Candidates	70666	69097	67490	67549	65019
Passes	67825	65255	64815	65708	63259

Fig. 13C: MATRIC RESULTS - COLOUREDS



	1989	1990	1991	1992	1993
Candidates	22666	22315	22405	24419	25735
Passes	16475	18317	18557	21114	22077

Fig. 13D: MATRIC RESULTS - ASIANS



	1989	1990	1991	1992	1993
Candidates	14191	14542	14258	14485	15203
Passes	13282	13815	13692	13724	13887

Fig. 14A: Ten most popular subjects taken by STD 10 BLACK pupils, 1993

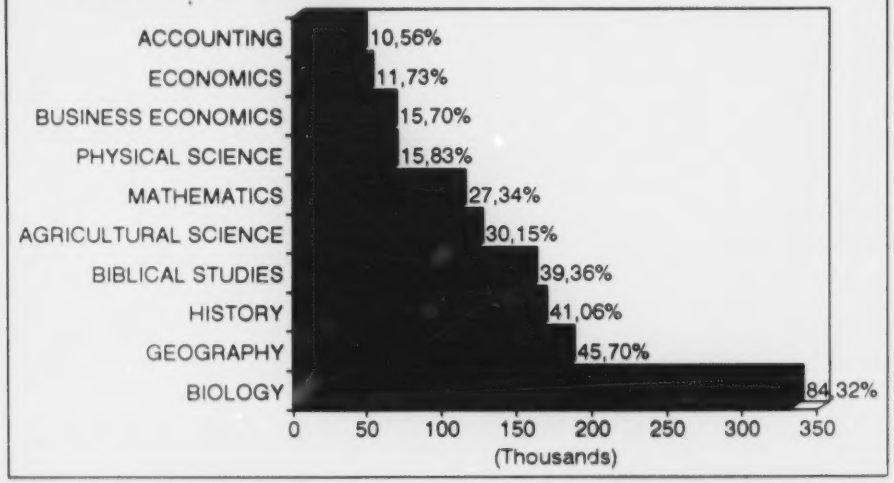


Fig. 14B: Ten most popular subjects taken by STD 10 WHITE pupils, 1992

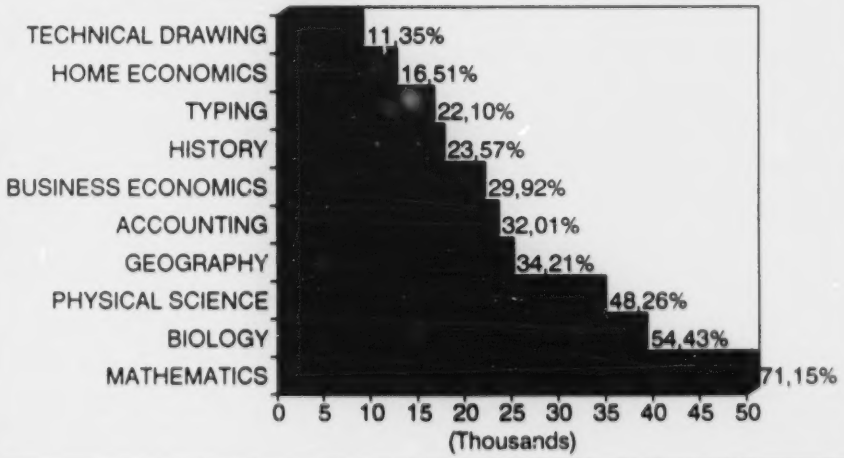


Fig 14C: Ten most popular subjects taken by STD 10 COLOURED pupils, 1992

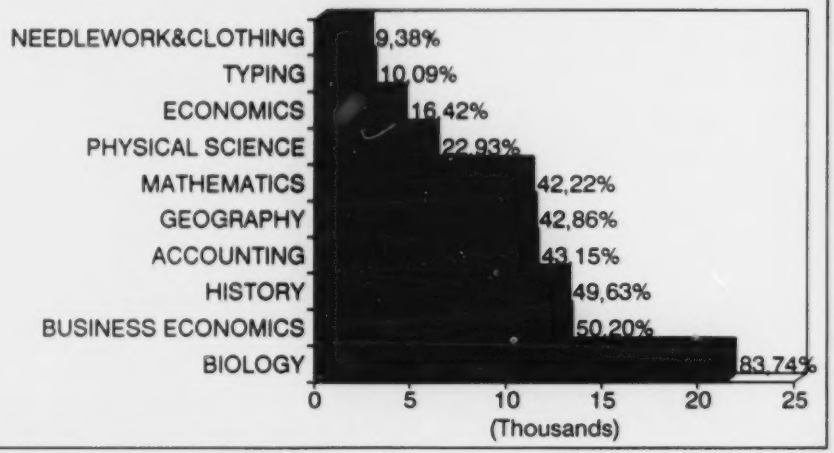


Fig 14D: Ten most popular subjects taken by STD 10 ASIAN pupils, 1992

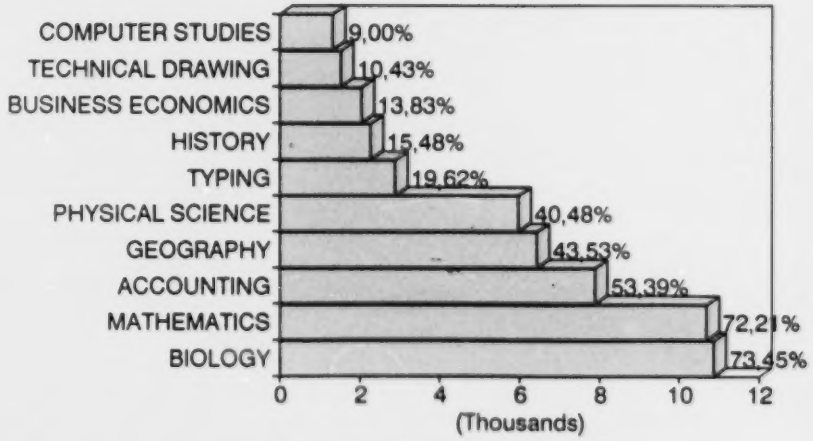
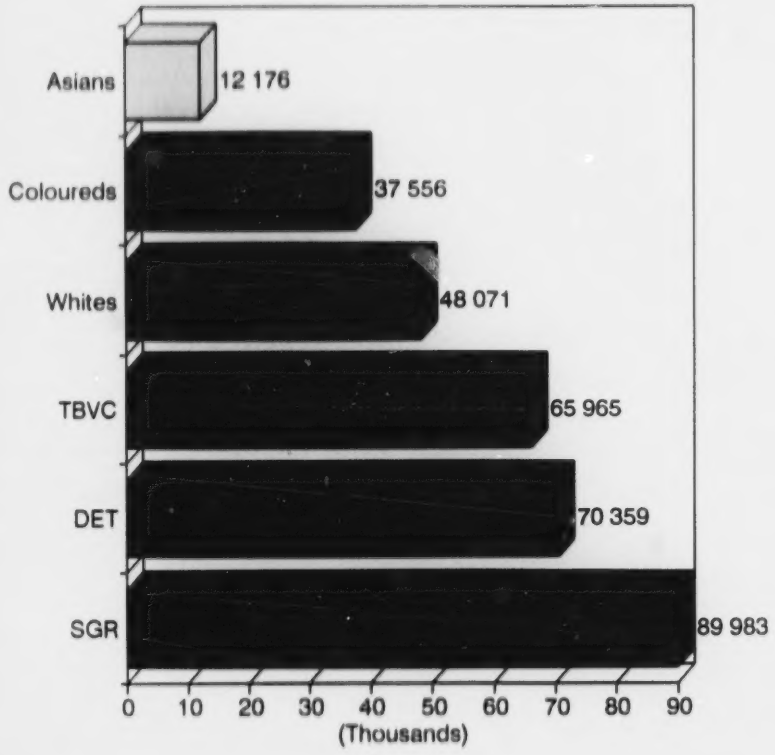
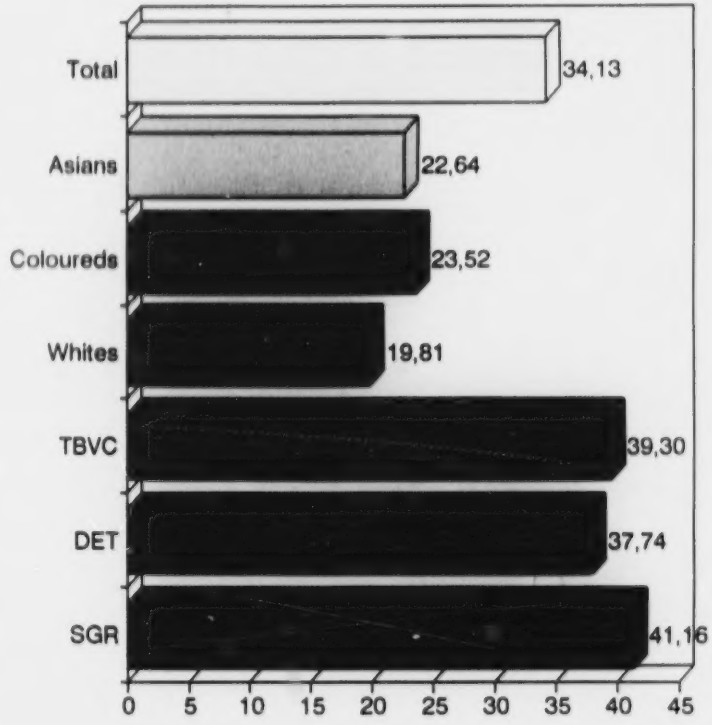


Fig. 15: Number of teachers according to education departments, 1993



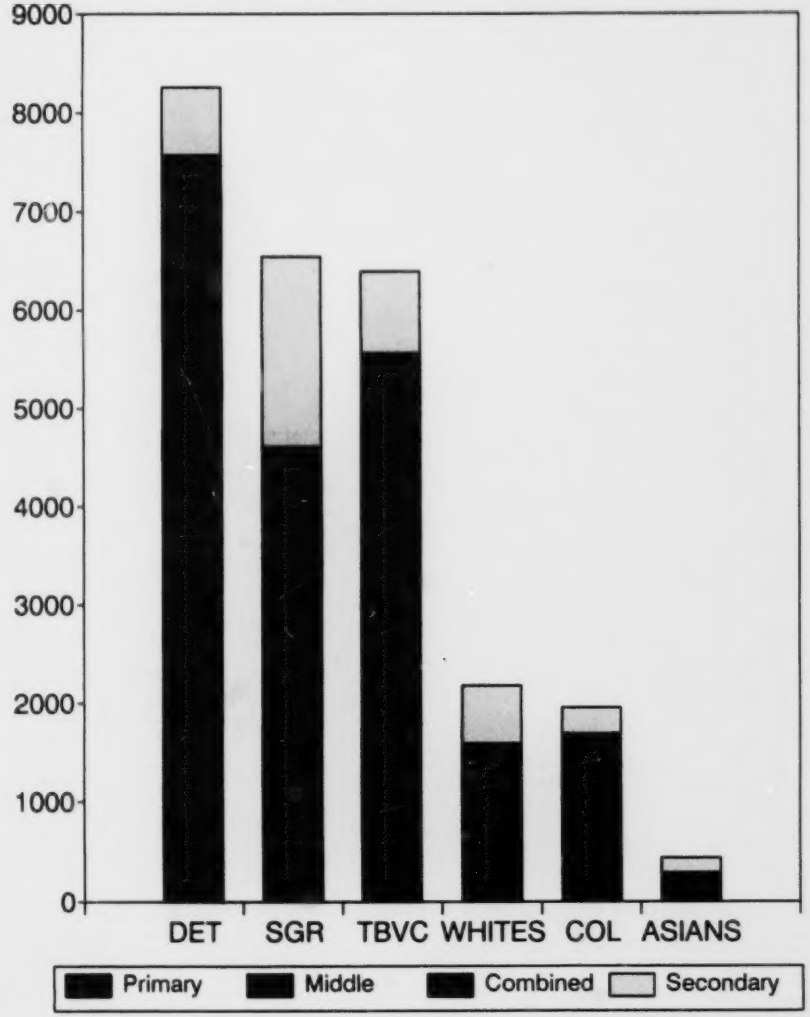
Of a total of 324 110 teachers in South Africa, the largest number was teaching in the self-governing regions (27,8%) followed by the Department of Education and Training (21,7%) and the TBVC states (20,4%). If compared with the distribution of pupils (fig. 1) it is noticed that 70% of the total number of teachers were teaching approximately 80% of the total number of pupils in South Africa.

Fig. 16: Pupil:teacher ratio according to education departments, 1993



Although the pupil:teacher ratio for the education system in South Africa was not very high, there were significant differences between different groups of departments. The highest pupil:teacher ratio was in the TBVC states' education departments, while the most favourable ratio occurred in the white education department.

Fig. 17: Number of schools according to population and type, 1993



Number of schools for the different departments of education in South Africa, 1993

Departments	Primary	Middle	Combined	Secondary
DET	6 970	487	140	703
Self-governing Regions	4 537	81	8	1 933
TBVC	3 127	371	2 067	849
Whites	1 256	0	369	592
Coloureds	1 722	0	0	262
Asians	317	0	0	148

The total number of schools for black education is 21 273. The size of these schools may differ according to their location. The farm schools, which constituted the majority of DET schools, in general had no more than 100 pupils. Urban schools had up to 1 000 pupils.

If the average number of pupils per school is calculated, the highest average, namely 592 pupils per school, occurred in Asian schools. This average was the result of a concentration of Asian people in certain centres. The averages for the other groups were 420 pupils per black school, 429 pupils per white school and 445 pupils per coloured school.

To provide schools for the increase of pupils for 1993 in the education system in South Africa more than 4 000 schools, each housing at least 1 000 pupils had to be built annually.

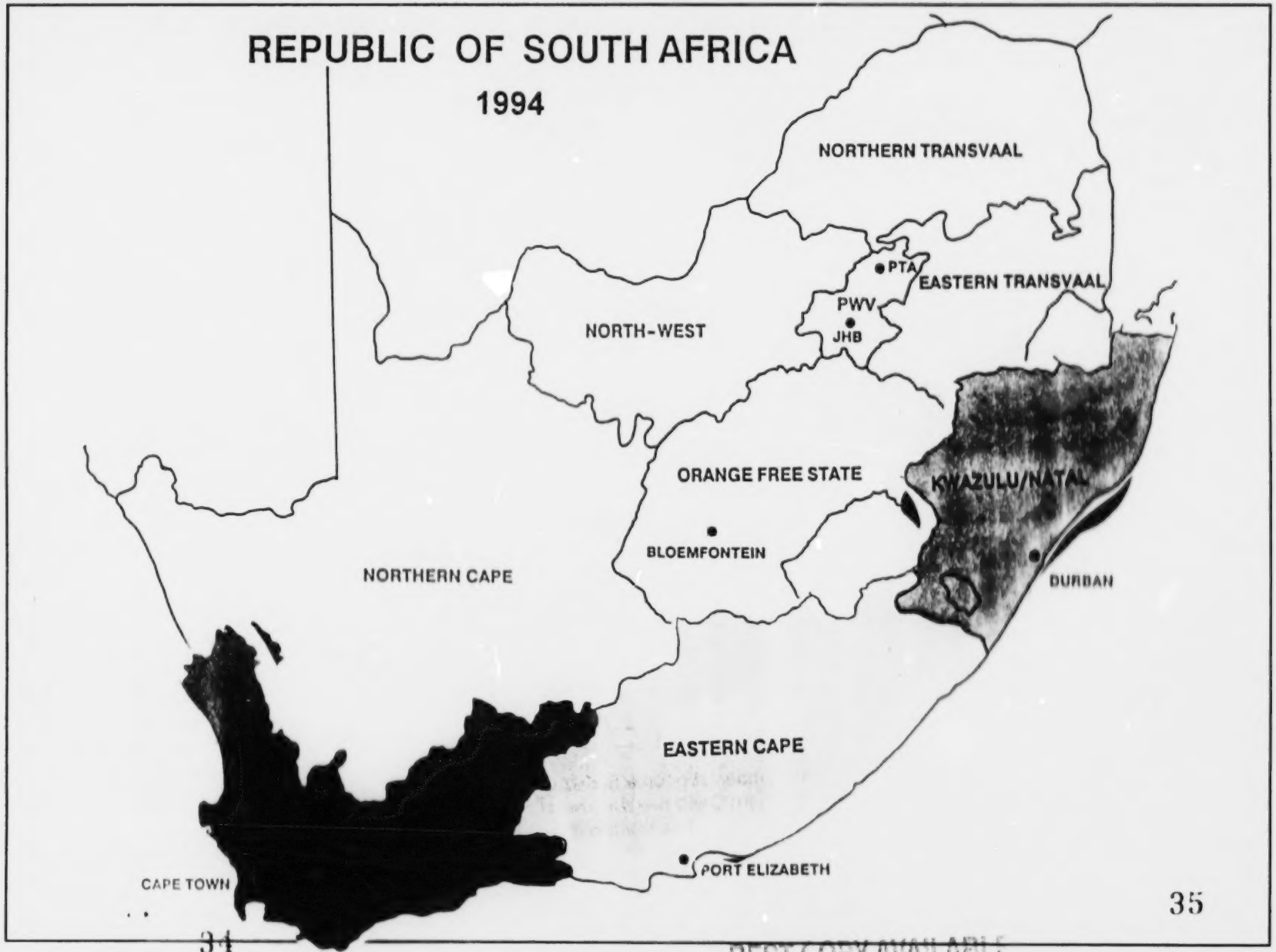


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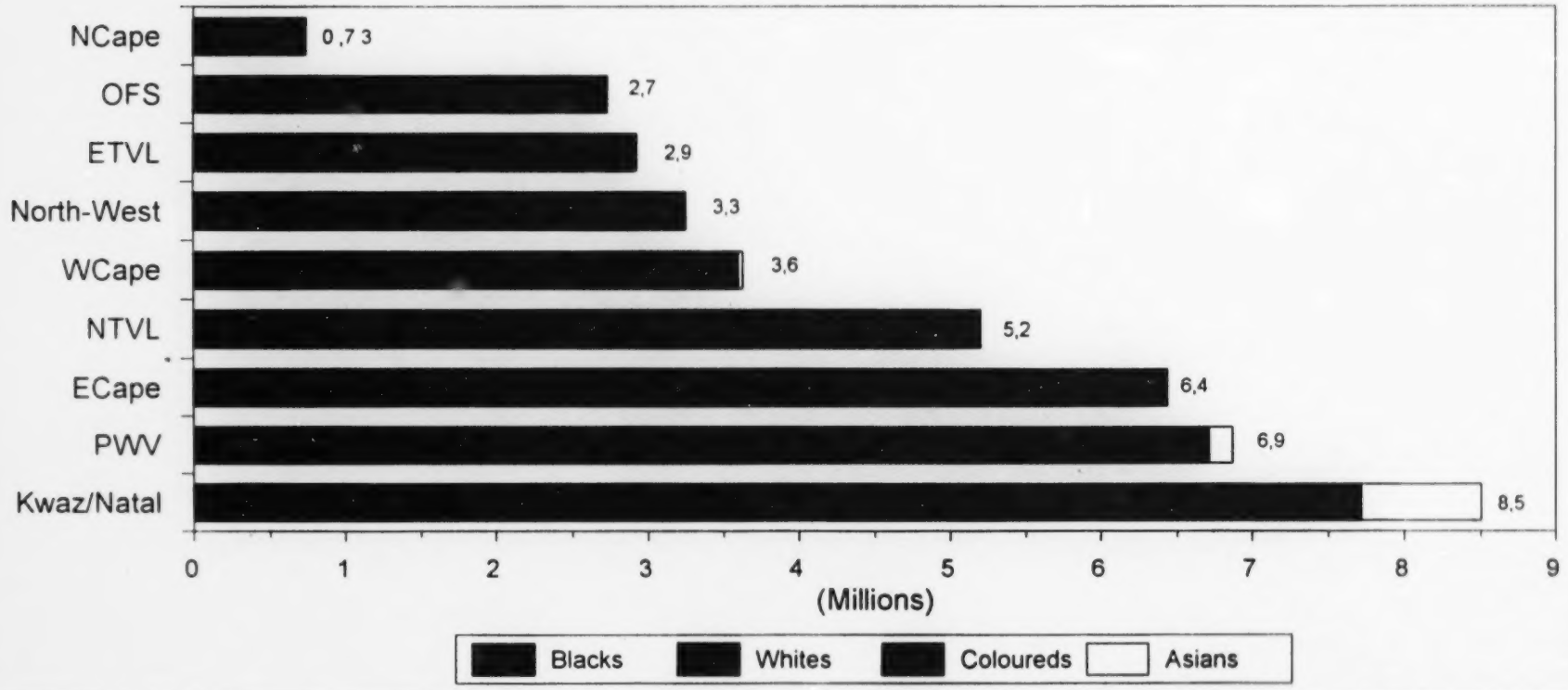
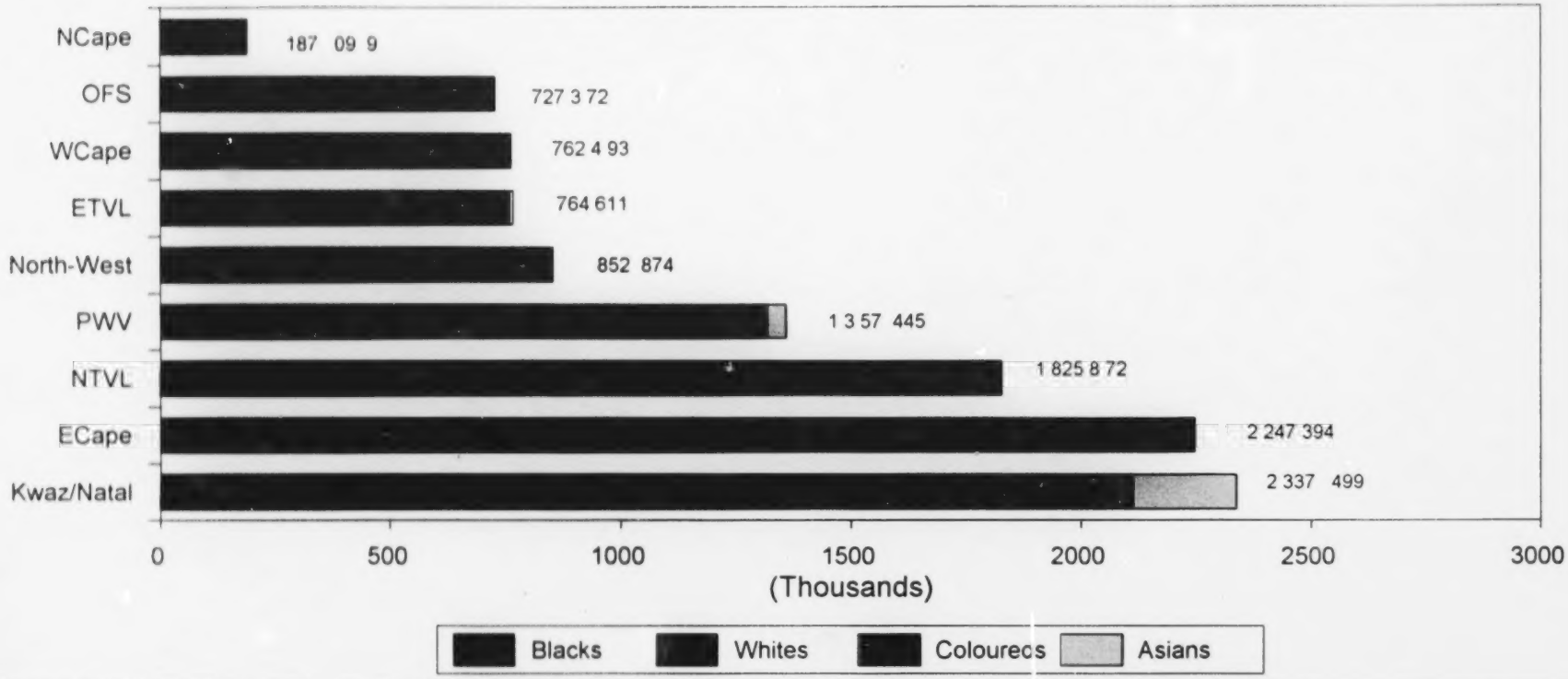
Fig. 18: Population according to the provinces of South Africa, 1993



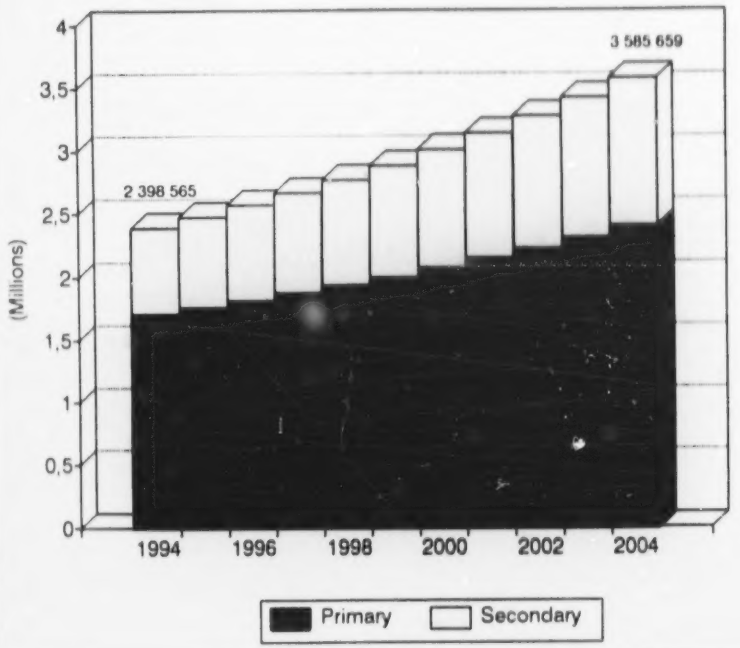
The province of the new South Africa with the highest number of people is Kwazulu/Natal (8,5 million). The PWV province and the Eastern Cape have a population of between 6 and 7 million. Northern Cape has the lowest population with less than one million inhabitants, although it is the greatest province in terms of area. Thus Northern Cape has the lowest population density, while the PWV province has the highest population density, followed by Kwazulu/Natal. In the composition of the population of the provinces there is a concentration of coloureds in the Western Cape and Northern Cape, while the majority of Asians are in Kwazulu/Natal. Excluding the Western and Northern Cape, the populations in the other provinces are predominately black.

Fig. 19: Pupil enrolment according to the new education departments, 1993



The order of the different provinces in terms of school population differs from the order in terms of the total population (fig. 18). The PWV province had fewer pupils than the Eastern Cape and Northern Transvaal, while the Western Cape also had fewer pupils than North-West and Eastern Transvaal.

Fig. 20: Pupil forecasts for KWAZULU/ NATAL from 1994 to 2004



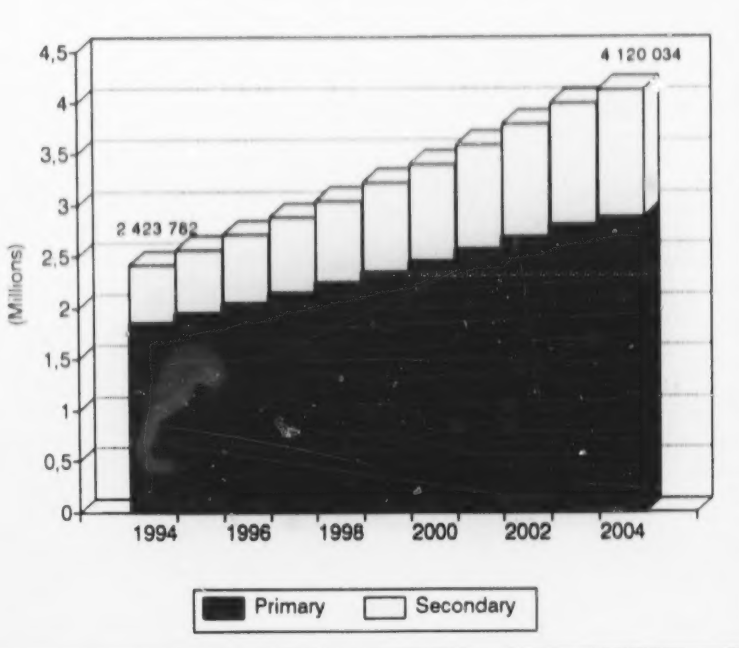
This new department is compiled of the following former education departments: DET, DEC(HoA), DEC(HoD), DEC(HoR) and Kwazulu.

School phase	Primary	Secondary	Total
Average growth rate* per year	4,1%	7,1%	5,0%

* Annual simple growth rate over the period 1994 - 2004

This department has the second highest growth rate in the school population. As Kwazulu/Natal has the second highest population density, physical facilities can be done planned easily.

Fig. 21: Pupil forecasts for EASTERN CAPE from 1994 to 2004

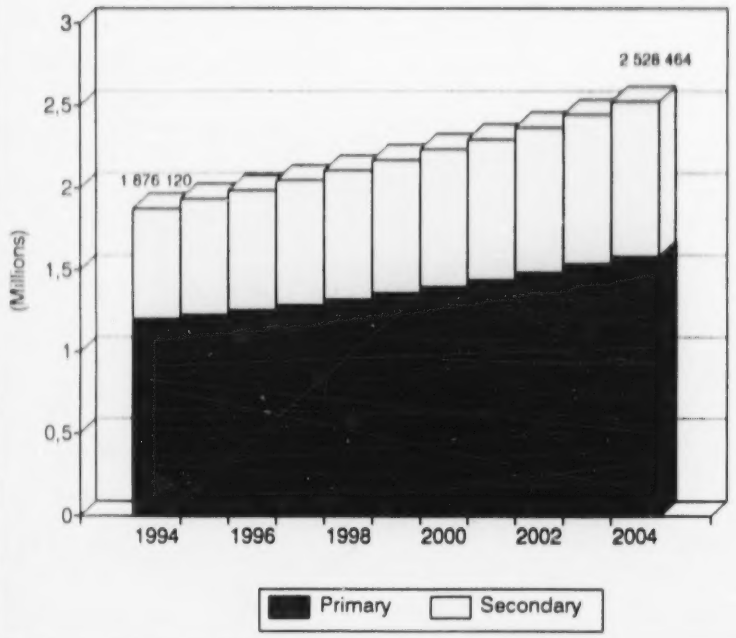


This new department is compiled of the following former education departments: Ciskei, DET, DEC(HoA), DEC(HoD), DEC(HoR) and Transkei.

School phase	Primary	Secondary	Total
Average growth rate per year	5,5%	11,0%	7,0%

The highest growth rate for pupils occurs in this province. The quest for secondary education is very prominent. The province is also the second largest in area.

Fig. 22: Pupil forecasts for NORTHERN TRANSVAAL from 1994 to 2004



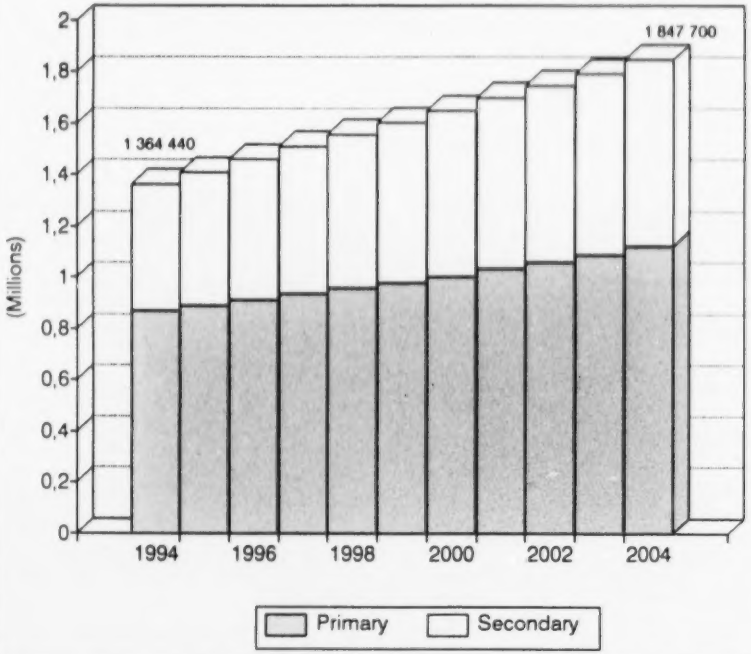
This new department is compiled of the following former education departments: DET, Gazankulu, DEC(HoA), DEC(HoD), DEC(HoR), Lebowa and Venda.

School phase	Primary	Secondary	Total
Average growth rate per year	3,2%	4,0%	3,5%

This education department consists of the highest number of former education departments.

42

Fig. 23: Pupil forecasts for PWV from 1994 to 2004



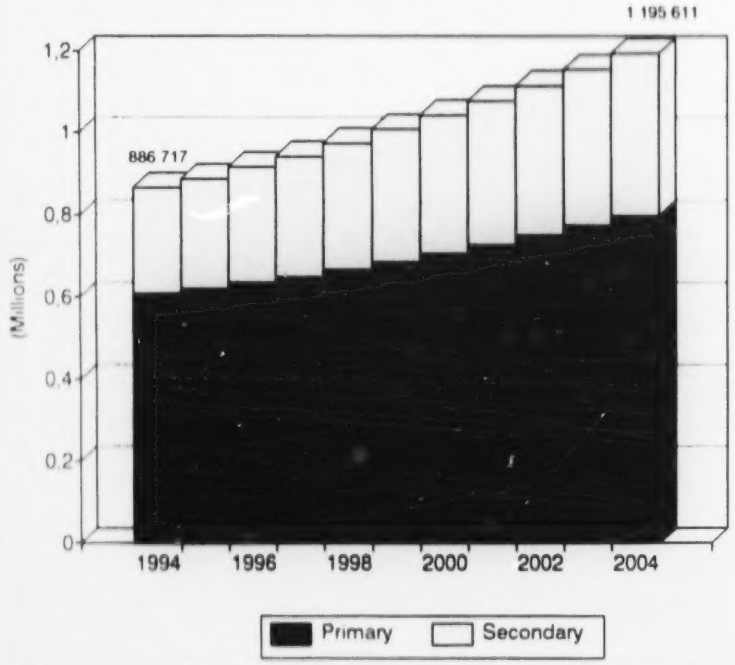
This new department is compiled of the following former education departments: DET, DEC(HoA), DEC(HoD) and DEC(HoR).

School phase	Primary	Secondary	Total
Average growth rate per year	2,9%	4,7%	3,5%

This province has the highest population density and is the smallest in area.

43

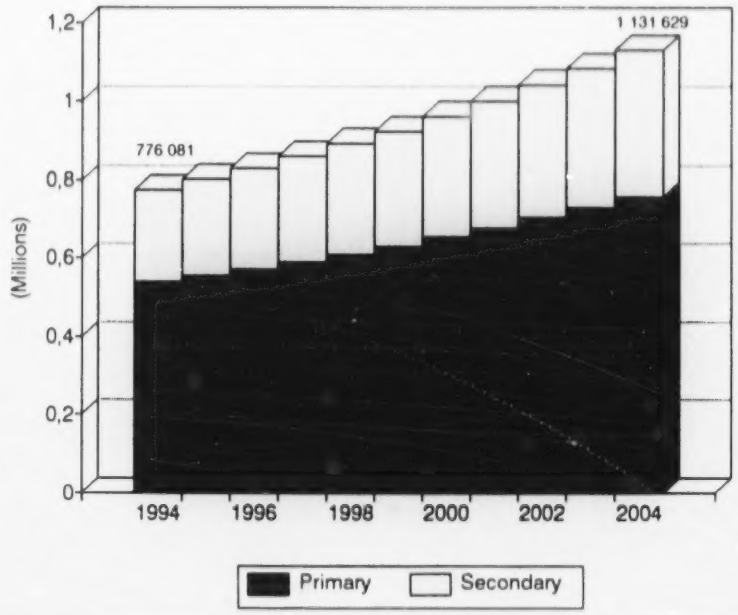
Fig. 24: Pupil forecasts for NORTH-WEST from 1994 to 2004



This new department is compiled of the following former education departments: Bophuthatswana, DET, DEC(HoA), DEC(HoD) and DEC(HoR).

School phase	Primary	Secondary	Total
Average growth rate per year	3,2%	3,9%	3,5%

Fig. 25: Pupil forecasts for EASTERN TRANSVAAL from 1994 to 2004

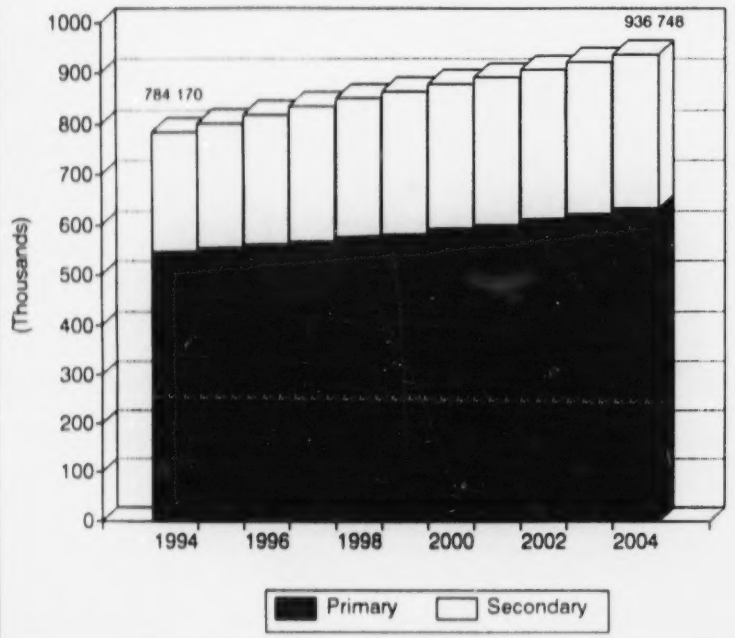


This new department is compiled of the following former education departments: DET, DEC(HoA), DEC(HoD), DEC(HoR), Kangwane and Kwandebele.

School phase	Primary	Secondary	Total
Average growth rate per year	4,0%	5,9%	4,6%

This province has the third highest growth rate for pupils and will reach the one million mark by the end of the century.

Fig. 26: Pupil forecasts for WESTERN CAPE from 1994 to 2004

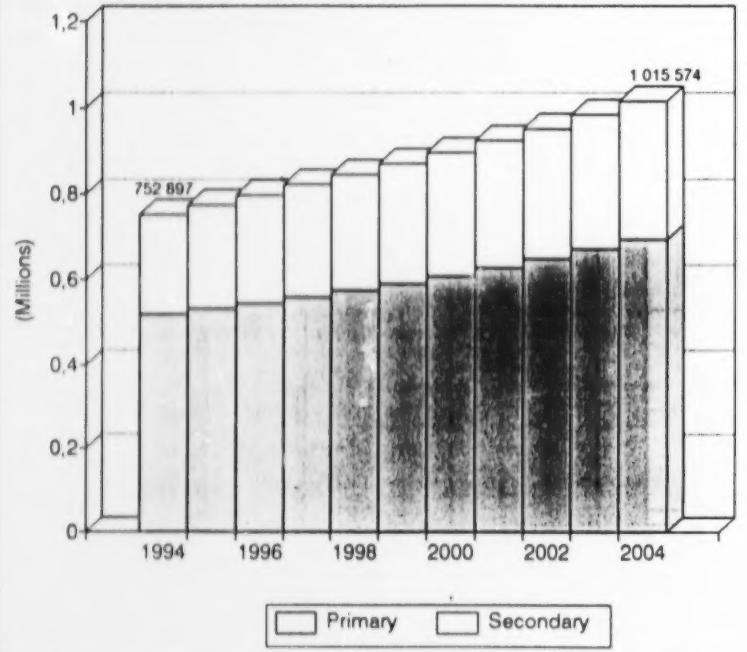


This new department is compiled of the following former education departments: DET, DEC(HoA), DEC(HoD) and DEC(HoR).

School phase	Primary	Secondary	Total
Average growth rate per year	1,6%	2,8%	2,0%

This province shows the lowest growth rate for pupils. The greatest need is for secondary education.

Fig. 27: Pupil forecasts for ORANGE FREE STATE from 1994 to 2004

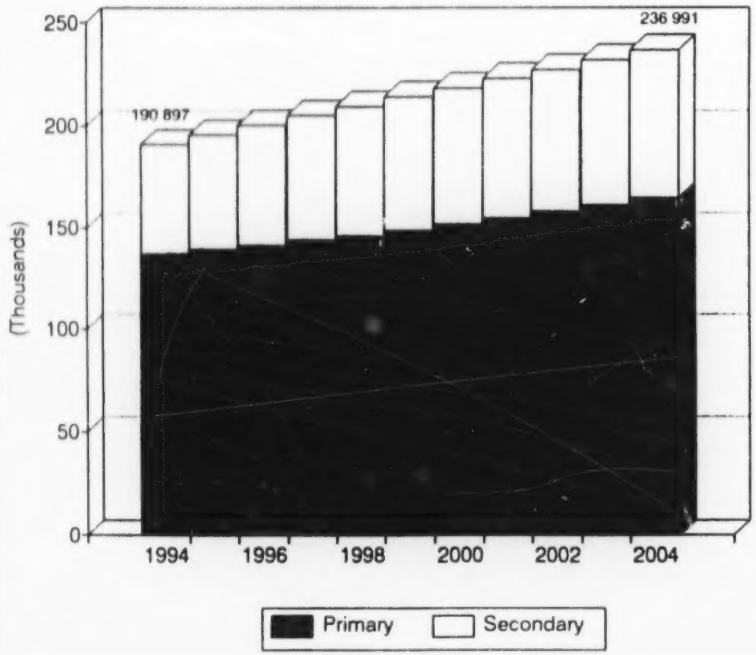


This new department is compiled of the following former education departments: Bophuthatswana, DET, DEC(HoA)(OFS), DEC(HoR) and Qwaqwa.

School phase	Primary	Secondary	Total
Average growth rate per year	3,3%	3,9%	3,5%

At the given growth rate the school population in the Orange Free State will reach the one million mark at the end of the forecasting period.

Fig. 28: Pupil forecasts for NORTHERN CAPE from 1994 to 2004



This new department is compiled of the following former education departments: DET, DEC(HoA) and DEC(HoR).

School phase	Primary	Secondary	Total
Average growth rate per year	2,0%	3,4%	2,5%

Although Northern Cape is the largest in terms of area, it has the lowest number of pupils. The growth rate is also below average. The low population density in this province makes planning of education difficult.

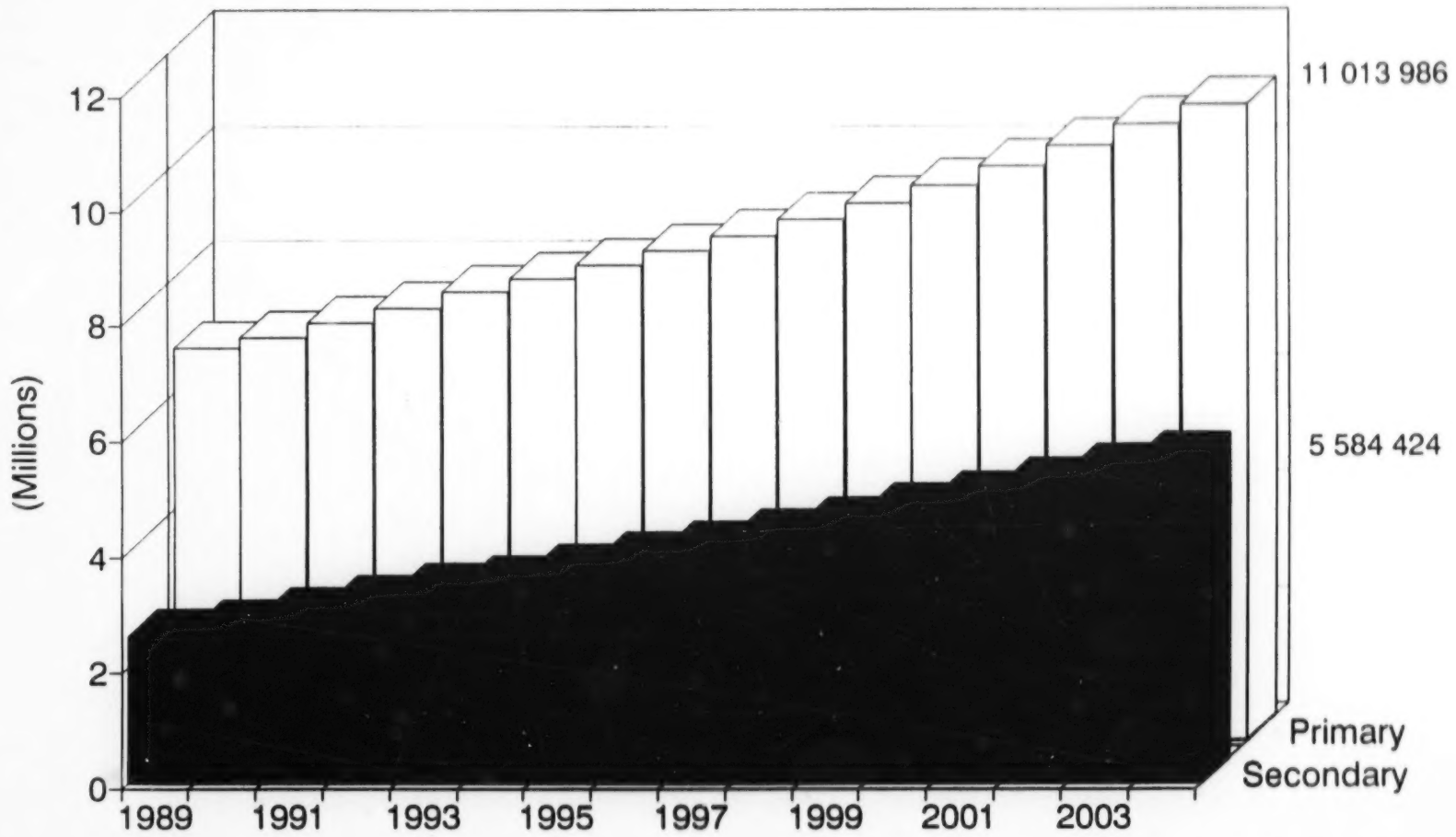
Total pupil enrolment (SSA - Std 10) in South Africa, 1989 to 1993 and forecasts from 1994 to 2004

Year	Primary	Secondary	Total
1989	6 759 870	2 536 250	9 296 120
1990	6 950 025	2 710 914	9 660 939
1991	7 213 458	2 907 903	10 121 361
1992	7 473 402	3 125 379	10 598 781
1993	7 739 495	3 323 164	11 062 659
1994	7 972 708	3 460 967	11 433 675
1995	8 209 190	3 657 621	11 866 811
1996	8 461 012	3 858 507	12 319 519
1997	8 729 651	4 057 342	12 786 993
1998	9 011 154	4 261 170	13 272 324
1999	9 304 298	4 473 973	13 778 271
2000	9 620 347	4 683 143	14 303 490
2001	9 955 925	4 896 196	14 852 121
2002	10 309 367	5 123 093	15 432 460
2003	10 678 368	5 365 210	16 043 578
2004	11 013 986	5 584 424	16 598 410

Forecasts are based on the RIEP cohort flow method for black education taking the flow of pupils into, through and out of the system into account.

According to this forecast model, there will be a steady increase in the enrolment of black pupils. If the repeater rate can be limited, the increase in the pupil enrolment will be lower. The quest for secondary education will increase in the latter years of the forecast period when more than one third of the pupils will be in the secondary school phase compared to 30 per cent in 1993.

Fig. 29: Pupil enrolment(1989-1993) and forecasts 1994-2004 in SOUTH AFRICA



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